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ABSTRACT

This manual was designed for second grade children learning in small groups under an oper classroom approach in which leadership and active participation are encouraged. It was intended especially for bilingual classrooms where children have a good opportunity to learn a second language from one another. Some instructions appear in Spanish although the text is basically in English. The manual is divided into five lessons: Rationale for Small Group Instruction and Child Leaders, Reading and Understanding the Group Instructions, Distributing Materials and Cleaning Up the Work Area, Helping Each Other, and Evaluating the Group Activity. An appendix includes a report of reactions to the program. (SK)

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THEY HELP EACH OTHER LEARN

A Group Participation and Leadership
Training Manual

By

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PREFACE

The lessons in this manual were developed during the school year 1970-1971 with the support of a grant from the Bilingual Education Programs Branch of the United States Office of Education (No. OEG-0-9-120066-3465, Project No. 12-0066). We would like to acknowledge the contributions to this work of the following persons: Mrs. Carol Johannsen, Project Director; Dr. Marian Martin, Project Consultant; Mr. Robert Henderson, Principal of Rio Vista School, Roosevelt School District, Phoenix, Arizona, where the manual was field-tested; and the two classroom teachers at Rio Vista School, Miss Penny Schofding and Mrs. Mary Ann Meyer, who so willingly tested the manual in their classrooms and offered constructive suggestions for change.

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In the interest of ecology, this manual was produced on 100% recycled paper.

INTRODUCTION

Elementary education has undergone important and far-reaching changes within the last few years. Perhaps one of the most noticeable changes has occurred within the school environment itself. Traditional desks-in-rows classrooms are disappearing. In their place, learning and activity centers have sprung up—small, compact gathering places where five or six children can work and learn together, often independently of the teacher.

Commonly, the centers are organized around a particular academic or social activity. The teacher moves from center to center, guiding the children in the activities planned for each center.

The educational advantages provided by such a classroom organization are manifold. The teachers are able to spend more time in individualized instruction. Behavior and disciplinary problems are greatly reduced, since the teacher no longer has to try to hold the attention of the total group. The children are provided with a greater variety of behavioral options than in the traditional classroom structure. They are allowed greater opportunity for peer interaction and teaching, since they no longer are in a position to disturb the total class. Group situations provide opportunities to learn and practice cooperation, group participation, leadership, planning and self-management—important skills seldom systematically taught to children.

The group process approach to education is considered particularly appropriate for bilingual classrooms. An environment is provided which simulates the conditions of natural language acquisition in which young children learn their native language patterns by hearing them spoken by a language model, then are positively reinforced when they reproduce those language patterns.

A major goal of this model of bilingual education is to facilitate and enhance the process of the natural acquisition of both the English and Spanish languages. The small, heterogeneous group situation provides increased opportunities for language practice and a greater availability of language models for both languages. Children learn a second language from one another in the small group situation, where peer interaction and peer teaching are encouraged and reinforced.

The teachers in this bilingual-bicultural program were extremely enthusiastic about small group organization in their classrooms, but soon became aware

that the children lacked many of the skills required for effective group participation. The teachers discovered that young group leaders were not performing as effectively as they might.

As these problems were discussed in project staff meetings, the need for preparing children in leadership and group participation skills became apparent. As a result, the authors of this manual agreed to develop procedures for teaching these skills to the children. Although a designated leader or chairman was to have primary responsibility for each group, all of the group members were expected to help the leader see that the group worked well. Therefore, all students in each class were to receive the leadership and group participation training.

The specific skills needed for effective leadership and/or group participation probably would be defined differently by different teachers. This is no serious matter. What is important is that the teacher defines these skills precisely and then arranges to teach them. This manual is a guide for teaching group participation and leadership skills, defined by the authors and teachers in this project as the following:

(1) Reading the group instructions.
(2) Distributing the materials.
(3) Answering questions about the lesson.
(4) Cleaning up the work area.
(5) Helping each other.
(6) Praising (positively reinforcing) each other for good behavior in the group.
(7) Evaluating the group activity.

A special learning center was established specifically for teaching the above listed behaviors. During each lesson described in this manual, children practiced the behaviors. Positive reinforcement techniques were used to establish and maintain the behaviors. Following the training, the children continued in their regular group activities, and all children were given experience in being group leaders.

Although these lessons were developed for second grade children, the authors believe that the training could be used with all elementary grade children with relatively minor adaptations. A belief in the importance of small group learning, increased peer interaction, and natural language learning may lead other teachers to try out this training manual as a method for increasing the effectiveness of small group instruction.

For those teachers who value the "open classroom" approach, it is suggested that teaching children group participation and leadership skills is an important first step in designating and managing such a classroom. Children do not usually come to school with the socialization skills needed to benefit maximally from the

freedom offered by the "open" classroom. But they can be taught these skills, and the procedures described in this manual constitute a way of beginning to do so.

CUENTEN LOS FRIJOLES

1. Adivina el número de frijoles en el frasco.
2. Escribe tu nombre y el número de frijoles que adivinas en la lista.
3. Cuenta los frijoles en el frasco.
4. El que adivine cuantos frijoles hay en el frasco, se ganará un premio.

MATERIALS NEEDED: A jar of beans, paper, pencils.

LESSON I

RATIONALE FOR SMALL GROUP INSTRUCTION AND CHILD LEADERS

I. OBJECTIVES

The purpose of this first lesson is to acquaint children with the ideas of small group instruction and child leaders. Children should be able to understand why these techniques are going to be used after participating in the lesson. They also should understand that they are going to receive training in how to be good group members and good group leaders.

II. MATERIALS AND SETTINGS

A. *Physical Setting and Group Size*

Although most of the later training will be done in small groups of five or six children at a time, this first lesson may be more easily accomplished in a meeting with the entire class.

B. *Materials*

The teacher should have available several large charts showing samples of the types of instructions which will be used in small group lessons after this training has been completed. Samples of these charts precede each of the five lessons.

III. METHODS FOR ACCOMPLISHING THE OBJECTIVES

A. *Introduction of the Lesson – Rationale for Small Groups*

The teacher should discuss with the children a plan to start working in small groups in the classroom.

The discussion should focus on reasons for children working in small groups. The children should be encouraged to formulate reasons themselves. The teacher should write down the group's ideas on a blackboard or chart. The list might include the following:

(1) Children can help each other.

(2) *Children can learn from each other.*
(3) *Children can learn to be independent (i.e. work without the teacher).*
(4) *The teacher can give more help by working with one small group at a time while other groups work independently.*

B. *Rationale for Child Leaders*

The teacher should discuss with the children the plan for using a child leader or chairman for each group. During the discussion the teacher should ask the children questions such as, *"Why do you think the small groups will need a leader?"* The teacher should encourage children to contribute the idea that someone must be responsible for seeing that the group completes the lesson and does good work.

C. *Rationale for Group Participation and Leadership Training*

Group discussion should focus on the need for group participation and leadership training. The children should be encouraged to understand that these groups will not work well unless children learn how to be good group members and good group leaders. The teacher also should indicate that after the training, each child will have the opportunity to be a leader.

D. *Rationale of Written Instructions*

At this point the teacher may show samples of a set of written instructions. The teacher then should ask the group a question such as, *"Why do you think the groups will need instructions like these?"* The purpose of ensuing discussion should be to draw out from the children some of the advantages of written instructions. (The teacher may need to give strong hints or prompts.) Some of the points that should be covered are:

(1) *The teacher is not always available to the group.*
(2) *The children can refer to the instructions when they don't know what to do next.*
(3) *The children can check back over the instructions to see if they have forgotten to do anything.*

E. *Reinforcing Appropriate Behaviors*

It is very important for the teachers to praise and positively reinforce the children during these lessons. The children should be praised for listening quietly when others are talking, for contributing to the group discussion, and for asking questions.

Example:

The teacher is discussing with the children the advantages

of written instructions. It is an active discussion with several members of the group participating. Peter asks what he should do if the teacher is not with his group. Marie asks who will make the charts. Johnny and Joe sit quietly, perhaps hesitant to join into the conversation. Teacher– "This group has so many ideas. Marie and Peter asked such good questions and Johnny and Joe certainly are listening carefully."

IV. EVALUATION

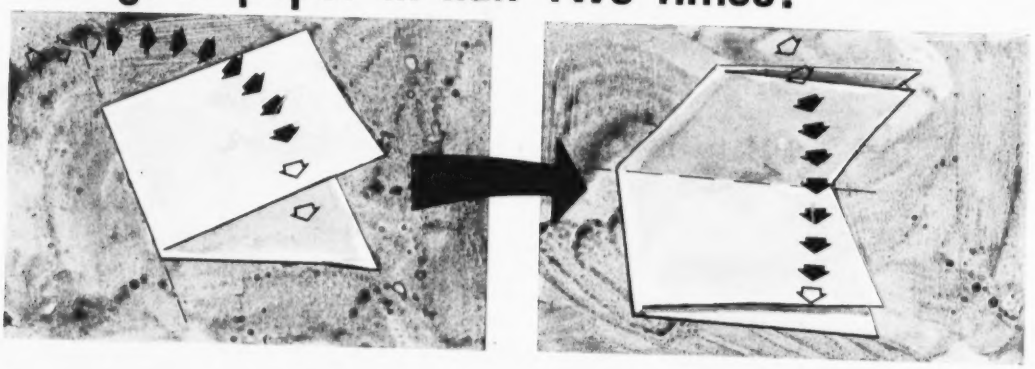
From the children's contributions to the discussions, the teacher should evaluate the effectiveness of the lesson. Some possible questions to aid in evaluating are:

(1) Do the children seem to understand that the group participation and leadership training is for the purpose of preparing them to work in small groups?

(2) Do the children understand that when they start working in small groups, there will be written instructions and child leaders?

NUMBERS

1. Fold your paper in half two times.



2. Draw some objects in each box.

3. Under each picture write the number of objects in the picture.

4. Use these numbers.

uno	cuatro	siete	
dos	cinco	ocho	diez
tres	seis	nueve	

MATERIALS NEEDED: Pencils, felt pens, crayons, paper.

LESSON II

READING AND UNDERSTANDING THE GROUP INSTRUCTIONS

I. REVIEW OF PREVIOUS LESSON

This review should be done with the entire class. The rest of the lesson will be done with one small group at a time.

The teacher should ask the children to recall some of the reasons for having small groups in the classroom. It may be necessary to give hints and prompts. The teacher should review the following:

(1) *Children can help one another.*
(2) *Children can learn from one another.*
(3) *Children can learn to be independent (i.e. work without the teacher).*
(4) *The teacher can give more help by working with one small group at a time while other groups work independently.*

The teacher should remind the children that they are going to have lessons and training in how to be good group leaders and good group members, and the training will be done in small groups led by the teacher.

II. BEHAVIORAL OBJECTIVES FOR LESSON II

The purpose of this lesson is to accomplish the objectives listed below. These objectives define the behaviors which the children should be able to perform after completion of the lesson.

(1) The group instructions will be *read clearly and loudly enough* for all to hear. (This can be done by the appointed group leader or he may ask someone else in the group to do this.)
(2) The reader of the instructions will *point* to the appropriate place on the instruction chart as he reads.
(3) All other group members will *sit quietly* while the instructions are being read and will *look at* the person who is reading.

(4) The leader will *ask* if there are any questions about the instructions.
(5) The leader and/or group members will *answer any questions* and *explain instructions* if requested.
(6) If there are no questions about the instructions, the leader will ask a question such as, *"Does everyone understand what to do?"*

III. MATERIALS AND SETTING

A. *Physical Setting and Group Size*

The training should take place in the small group setting, preferably at a table with chairs around it. The group ideally should consist of five or six children and the teacher. It is suggested that there be a sign saying, "Group Training". This clearly identifies to the group the activity which will be taking place.

B. *Materials*

The teacher should have available several charts which will represent samples of the types of instructions which will be used in the group activities. A chart or blackboard should be used to write down lesson objectives.

IV. METHODS FOR ACCOMPLISHING THE OBJECTIVES

A. *Introduce New Lesson*

The teacher should talk to the children about the use of written instructions in the group and review with them some of the reasons for having written instructions:

(1) The teacher is not always available to the group.
(2) Children can look at the instructions when they have forgotten what to do.

B. *Develop Behavioral Objectives*

It is a good plan to try to help the children establish the objectives of a lesson. The teacher may have the objectives in mind, but learning is more effective when the children also know what the objectives are.

Example:

The teacher helps the children develop the lesson objectives by asking questions. The answer to the initial question—"Who do you think should read the instructions to the group?"—will involve the whole group in the subsequent discussion. Teacher—"What if the leader is unable to read the instructions?" In a slow, loud voice the teacher might ask a question, "How should the instructions be read?" Not forgetting the rest of the group. The teacher asks, "What do the group members do while instructions are being read?" "What should the group members do if they don't understand the instructions?"

The teacher should write down the objectives of the lesson on a chart or blackboard as the children are responding. This list can then serve as a reminder throughout the training. The objectives should be written in a very simplified manner. The list might look like this:

(1) Read instructions aloud.
(2) Listen carefully.
(3) Ask questions when you don't understand.
(4) Answer questions and explain instructions.

C. *Reinforcing Appropriate Behaviors*

The teacher should be sure to positively reinforce children for good behavior in these lessons. Verbal praise and attention are effective techniques of reinforcement. The teacher should praise children's listening, attending to others, contributing to group discussions and asking questions. The teacher might say such things as *"Jimmy, you are certainly listening well." "Nancy, that is a very good idea. I'm glad you thought of that." "The group is asking such good questions. Asking questions is a good way to learn."*

D. *Teaching the Behaviors*

1. Teacher Models and Demonstrates the Behaviors

The sample instructions should be placed where all the children can see them. The teacher then should play the part of the leader and read the instructions aloud, cueing the children for good listening behavior. This may be done by pointing to the objective on the chart, *listening carefully to the instructions*, and reminding the children that this behavior is important to being a good group member.

The teacher then models reading the instructions by reading slowly and loudly enough for all to hear, and by pointing to each line as it is read. The teacher also should model the behavior, asking if there are any questions about the instructions. If there are no questions, the teacher asks, *"Does everyone know what to do now?"* Throughout this period the teacher should refer to the written list of behavioral objectives, pointing out each objective as it is accomplished.

The teacher should reinforce the children in the group for good listening and question-asking after reading the instructions.

2. Children Practice the Behaviors

The teacher now should ask one of the children to act as leader. If that child chooses to ask someone else to read for him, the teacher should be quick to indicate that this is appropriate behavior, too. (The child should not feel that he has failed if he is unable to read the instructions well enough himself.)

Each child in the group should get a chance to read or to act as a leader. The sample instructions should be changed at least once, so that the children will not get bored listening to the same instructions over and over.

3. Teacher Reinforces Appropriate Behaviors

After the first child has read the instructions, the teacher should praise any appropriate behavior, while avoiding criticism; reinforcement should be used for whatever goal behavior occurs.

Example:

The teacher chooses a responsive student to read first. The child, Sally, reads the instructions slowly, loudly and points to the list as she reads. After she finishes, she asks her peers if there are any questions. Teacher—"Didn't Sally do well? She reads so nicely." (The teacher might also reinforce Sally's other behaviors.) Not forgetting the rest of the group, the teacher continues, "You were all so polite to listen quietly. You all asked Sally such good questions..."

4. Teacher Models and Reinforces Question-Asking

After several children have read the list of instructions, the teacher should model question-asking by raising a hand and pretending to be a group member who doesn't understand. The

teacher also should instruct the group members to try to think of questions to ask. The teacher should cue the group leader to either answer the questions himself or ask someone else in the group to answer the questions. The teacher should reinforce question-asking and explanations of instructions. For example, *"John really asked a good question. Now he knows what to do next."* or *"Henry, that was a nice explanation of what the group members need to do."*

The teacher should explain that if no one in the group can answer the questions that come up concerning the instructions, then it is the leader's responsibility to go and ask the teacher. This should only be done if no one in the group knows the answer.

V. SPECIFIC BEHAVIORS TO MODEL, CUE, AND REINFORCE

The children will learn these new skills most effectively if the teacher will remember to cue, model and reinforce all of the necessary behaviors. The following behaviors are the ones which have been emphasized in this first lesson.

(1) Reading instructions in a loud, clear voice or asking another child to do so.
(2) Listening to the instructions. (The behaviors are sitting quietly and looking at the reader.)
(3) Asking questions about the lesson.
(4) Explaining the instructions to other children.

The teacher should be sure that all of the children in the group practice all of the behaviors as described. The best way to learn a behavior is to practice it a lot and to be positively reinforced for it. In using social reinforcement (i.e. praise, approval), the teacher specifies to the child the behavior that is being reinforced.

VI. EVALUATION

The best evaluations of this lesson will involve the children. They have participated in each phase of the lesson thus far. They can only benefit

from helping to evaluate themselves. The evaluation consists of determining whether or not the children learned the skills defined in the behavioral objectives or goals of the lesson.

Did the children learn to read instructions *loudly* and *clearly, point* to the chart as they read, *sit quietly* and *look at* the reader, *ask and answer questions?*

If there are children who have not successfully learned the skills, it may be necessary to review the lesson at a later date.

MAPPING

1. Make a map of our room.

2. How "wide" is our room?

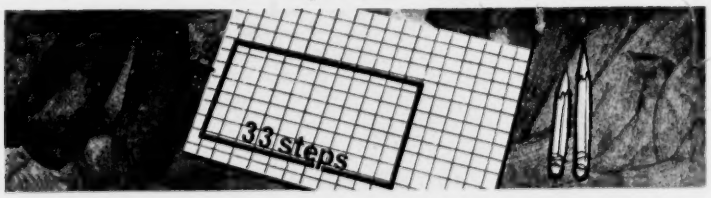
Count your steps.

3. How "long" is our room?

Count your steps.

4. On your graph paper draw our room.

(1 square = 3 steps).



5. Add details, desks, sink, windows.

MATERIALS NEEDED: Graph paper, colored pencils

LESSON III

DISTRIBUTING MATERIALS AND CLEANING UP THE WORK AREA

I. REVIEW OF PREVIOUS LESSON

A. *Class Discussion*

This review may be done with the class as a whole. The teacher asks the children to recall what they learned in the previous lessons about being a good group member and a good group leader. When they have recalled as much as they can, the teacher brings out the list of behavioral objectives from Lesson II and goes over them carefully with the group, asking the children if they have remembered everything on the list. The teacher reads the list again.

The teacher also asks the children if they can remember some of the reasons for having small groups in the classrooms. Hints and prompts should be given if necessary. The following should be reviewed:

(1) Children help one another.
(2) Children learn from one another.
(3) Children can learn to be independent (i.e. work without the teacher).
(4) The teacher can give more help by working with one small group at a time while other groups work independently.

B. *Reinforcing Appropriate Behavior*

The teacher should remember to use lots of positive reinforcement for children's good behavior in the group.

Example:

During the review of Lesson II, Jim tells his teacher he remembers that "we should help each other." Another student, Marie, remembers that "we should all listen carefully and ask questions when we don't understand." The teacher is specific with praise to help the children learn appropriate behaviors. Teacher--"Jim, it was so nice the way you remembered what we learned in our first lesson. Marie, how smart you are to

remember the important points of our second lesson." Again, not forgetting the rest of the class... "It's easy to have a discussion with this group, because you all have such good ideas."

II. BEHAVIORAL OBJECTIVES

The purpose of the third lesson is defined in terms of the behaviors which the children will be expected to perform when the lesson has been successfully completed. These behaviors are:

(1) The leader, or someone designated by him, will pass out the necessary materials to the group members.
(2) If materials are needed which are not available in the work area, the leader will obtain the necessary materials.
(3) Group members will share materials when this is necessary.
(4) All group members will help in cleaning up the work area.
(5) Finished work will be put in a designated place.

III. MATERIALS AND SETTING

A. *Physical Setting and Group Size*

The training will take place in the small group setting. The sign "Group Training" should be visible.

B. *Materials*

Several sets of materials which typically would be used in small group lessons should be available. These may be grouped (for example, in separate boxes) by the type of activity. Suitable materials for a math activity, an art activity, and perhaps a language or reading activity might be chosen. Chart paper or blackboard for writing down the behavioral objectives of the lesson also should be included.

IV. METHODS FOR ACCOMPLISHING THE OBJECTIVES

A. *Introduce New Lesson*

1. Develop Behavioral Objectives

The teacher helps develop the objectives by asking such questions as, *"What do you think the leader would no next after every-*

one understands the instructions?" "What does the group do when the lesson is over?" "What if there aren't enough scissors for everyone to have a pair?"

The teacher lists the objectives of the lesson on chart paper in a simplified form in children's language. The list might look like this:

(1) Pass out materials.
(2) Leader gets any other needed materials.
(3) Share materials.
(4) Clean up work area.
(5) Put finished work away.

B. *Methods of Teaching the Behaviors*

1. Teacher Models and Demonstrates the Behaviors

The teacher picks up a set of sample materials, puts them on the table and demonstrates passing them out to group members. The teacher also should plan so that there will be an opportunity to demonstrate what to do when sharing is necessary. For example, one pair of scissors may have to be shared by the entire group.

The teacher then instructs the children that it is time to clean up the area and put the completed work in the designated place.

While the children are engaging in these activities, the teacher should reinforce them: *"It was very helpful of John to hand the scissors to Jim when he was finished." "This group is doing such a good job of putting the materials away."*

2. Children Practice the Behaviors

Each child now has a turn as a leader. The teacher should remind the children to look at the list of behavioral objectives before they start their turn as leader. The teacher also might want to read through the list again.

3. Teacher Reinforces the Behaviors

The teacher should concentrate on noticing the things the children do correctly and should call attention to and praise those behaviors. The teacher should try not to be critical, but to notice all the appropriate behaviors.

4. Teacher Models Again if Necessary

If the children have not yet acquired all of the behaviors, the teacher may wish to demonstrate again.

V. EVALUATION

This may be done with the children, by going back over the list of behavioral objectives. The class should determine together if they have learned to do all of the things on that list.

(1) Pass out materials.
(2) Obtain additional materials when needed.
(3) Share materials.
(4) Clean up work area.
(5) Put finished work in designated place.

VAMOS A PINTAR

1. Piensa en todos los juguetes que te gustan.

2. Dibuja tus juguetes favoritos y escribe el nombre de cada juguete.

MATERIALS NEEDED:

Paper, pencils, felt pens, crayons, cards with names of toys written in Spanish.

LESSON IV

HELPING EACH OTHER

I. REVIEW OF PREVIOUS LESSONS

The review may be done with the class as a whole. Children should be asked to recall what they have learned in the first three lessons. Then the teacher should show the children the lists of behavioral objectives from those lessons, reading through the lists again and asking the children if they have remembered all of the objectives. The class should discuss those which have been forgotten.

The teacher should verbally praise the children for remembering the objectives and for listening to each other, e.g. *"Mary is certainly listening well." "This group is really good at remembering."* This technique provides accurate feedback to the child concerning the behaviors which are expected of him.

II. BEHAVIORAL OBJECTIVES

The purpose of each lesson is defined in terms of the behaviors which the children should be able to perform as a result of the training. Goal behaviors for this lesson are:

(1) The leader asks several times during the activity, "Does anybody need help?" or *"Is there anybody who does not know what to do?"*

[Sometimes a child is reluctant to ask for help and the leader should learn to offer help to any child who is not working, even though that child did not specifically ask for help.]

If the leader is not sure about how to help, he asks the group if anyone knows how to help a child who doesn't know what to do.

(2) The leader demonstrates for any child who asks for help or will tell the child what he needs to do.

(3) The leader and group members praise one another for working hard, for listening, for helping, for asking questions.

III. MATERIALS AND SETTING

A. *Physical Setting and Group Size*

These will be the same as described in the earlier lessons.

B. *Materials*

1. The lists of behavioral objectives which were developed in the first three lessons.
2. A set of group instructions for a particular activity. (This could be one of the same lists used in the first lesson or a new set of instructions.)
3. A set of materials appropriate for the instructions.
4. Chart paper for writing down the behavioral objectives of the lessons.

IV. METHODS FOR ACCOMPLISHING THE OBJECTIVES

A. *Develop Behavioral Objectives*

Children will be more involved in a lesson and more highly motivated if they have participated in planning the lesson and if they understand clearly what the objectives of the lesson are. The teacher can encourage this kind of involvement by attempting to get the children to help develop the objectives of the lesson. The teacher may ask questions such as *"How can the leader find out if anyone in the group needs help?" "What if there is someone in the group who doesn't ask for help but who is not doing the work?" "Should group members criticize other group members?" "How do you feel when someone praises you for working hard?"*

The teacher writes down the objectives of the lesson on a large piece of chart paper, using children's language and a shortened version of the behavioral objectives as listed in Part II. The list might look like this:

(1) Leader should ask if anyone needs help.
(2) Help each other.
(3) Praise each other.

B. *Reinforcing Children's Verbalizations and Attending*

In this situation the teacher should again praise children for attending, i.e. sitting quietly and looking at the person who is talking. The children's contributions to the discussion also should be reinforced. *"That's a very good idea, Johnny." "I'm going to write down what you said, Mary. You said it so well."*

C. *Methods of Teaching the Behaviors*

1. Teacher Models and Demonstrates the Behavior

A set of instructions for the lesson should be displayed. The teacher should read the instructions as described in behavioral objectives of Lesson I, hand out the materials, ask for questions, provide help to children as they work and verbally reinforce all appropriate behavior. The teacher should very carefully model praise statements such as, *"You're really working hard, Tommy." "You're doing such good work, Henry." "Thank you, Joe, for helping Mary."* It is not necessary for the children to complete the lessons by following all of the instructions at this time, as this would be too time consuming.

2. Children Practice the Behaviors

The behaviors stressed in the lesson are: *the leader asking if anyone needs help; the leader and group members offering to help those who are not working; and the leader and group members praising one another for good behavior.*

It is not necessary, therefore, to ask the children to practice reading the instructions and handing out the materials during this lesson, unless the teacher feels the children need additional practice in these skills. As children continue working on the lesson, however, each child should get a chance to be a leader so that he can practice asking children if they need help. The teacher should carefully instruct the children that it is the responsibility of all group members to help each other and to praise each other's good behavior.

3. Teacher Reinforces Appropriate Behaviors

If children are to learn new behaviors, they need to practice those behaviors and be reinforced for their occurrence. Children often are not accustomed to helping each other with their work, so they may experience some difficulty in adopting this behavior. Children also are seldom taught to use verbal praise toward their

peers. Since children may not have practiced aiding and praising their peers in the past, they will need many clues (teacher reminds them that these are desired behaviors) and frequent reinforcement. The teacher should prompt the use of praise by asking the children such questions as *"Can we think of something nice to say to Andy for being such a good leader?"* or *"What do we say when someone does something we like?"*

The teacher again should be very specific in the use of verbal reinforcement—e.g. *"Oh, good, Jim remembered to ask if anyone needed help."* or *"Janet remembered to praise Mary for working hard."*

4. Teacher Models Again if Necessary

If some children are still not practicing the desired behaviors, the teacher should continue demonstrating these behaviors for the group.

V. EVALUATION

Evaluation should preferably be done with the children. The teacher reviews the list of objectives and tries to determine if the children accomplished the objectives.

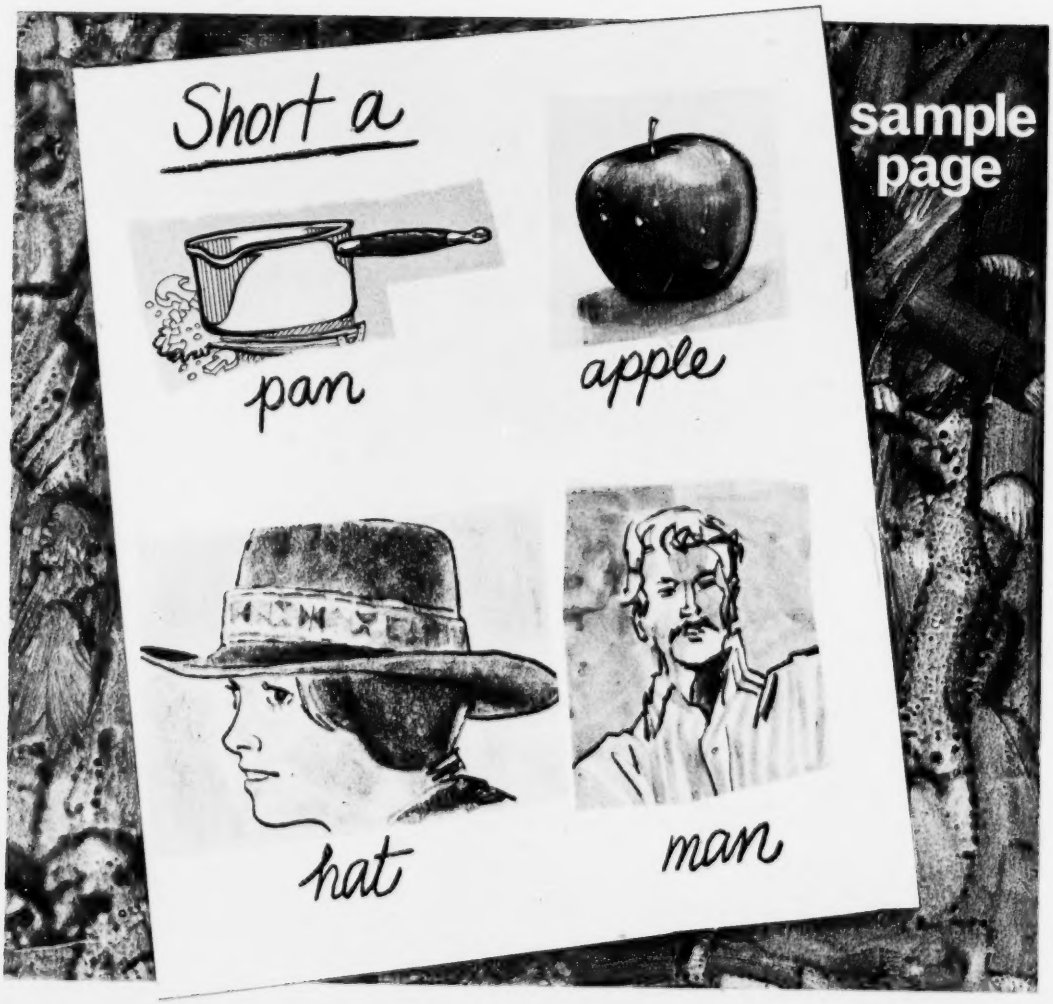
(1) Did the leader ask if anyone in the group needed help?
(2) Did the leader and group members volunteer to help one another?
(3) Did the leader and group members praise each other for good behavior in the group?

SPELLING

1. Find pictures with the short a sound.

2. Cut out and paste the pictures on your paper.

3. Write the name under the picture.



MATERIALS NEEDED: Collection of pictures from magazines, scissors, glue or paste, wastebasket, large chart paper or tablet.

LESSON V

EVALUATING THE GROUP ACTIVITY

I. REVIEW OF PREVIOUS LESSONS

A. *Class Discussion*

This part of the lesson can easily be done with the whole class before breaking up into small groups for the new lesson.

The children are asked to recall what they have learned so far in the Group Participation and Leadership Training Course. When they have recalled as much as they can, the teacher should display all of the charts which list the behavioral objectives from the previous lessons. The teacher should read or have a child read through these lists and then ask the children if they have remembered all of the objectives. Any points which children have forgotten should be discussed.

B. *Reinforcing Attending and Remembering*

The teacher should give individual attention to the children, praising them for listening to the discussion and for remembering what has been taught in the lessons. The teacher should remember to be specific: *"Johnny is listening so well today." "This group has certainly learned these lessons well." "You are all certainly learning how to be good group members."*

II. BEHAVIORAL OBJECTIVES

The behaviors which the children are expected to learn from this lesson are:

(1) The leader successfully leads a discussion at the end of each small group activity in which the group evaluates the activity.

(2) Each group member participates in this discussion.

III. MATERIALS AND SETTING

A. *Physical Setting and Group Size*

These will be the same as described in the earlier lessons.

B. *Materials*

1. The lists of behavioral objectives which were developed in the earlier lessons.
2. Chart paper for writing down behavioral objectives for this lesson.
3. A simplified summary list of the behavioral objectives for all of the lessons. This should be in the form of a checklist that the children can use in the groups. (See Appendix for a sample.)

IV. METHODS OF ACCOMPLISHING THE OBJECTIVES

A. *Develop Behavioral Objectives*

The teacher should attempt to get the children to help develop the objectives by asking questions such as *"How will children know if the group activity has been a good one?" "How will the children know if they have learned from the group activity?"* If the children fail to come forth with the desired objectives, it may be necessary for the teacher to supply them.

The teacher should write down the objectives of the lesson on a large piece of chart paper. The list should be in child's language and might look like this:

(1) Leader will ask group to talk about the lesson.
(2) Group members will talk about the lesson, using the checklist.
(3) The leader will fill out the checklist.

B. *Methods of Teaching the Behaviors*

1. Teacher Models and Demonstrates the Behaviors

It is not necessary to have the group go through an actual group activity. The teacher can suggest that they pretend they have just finished a group lesson and that they are going to talk about the lesson to decide if the group did a good job.

The teacher now should refer to the simplified checklist of behavioral objectives from all of the lessons. (See Appendix.) In order for the children to decide if they have done a good job

in their group lessons, they must decide if they have met all of these objectives. A copy of the simplified list of objectives should be given to each child.

After each child has a copy of the checklist, the teacher should tell them that this list will help the group decide if they have done a good job in their group activity. The teacher now models the role of the leader by saying: *"Now that we have finished our lesson, let's decide if we did a good job."*

The teacher begins to read from the checklist and to discuss each item with the group. The group must help to decide whether each objective was fulfilled. If there is disagreement, the teacher should ask the group members to vote. (The children should be reminded that even though they are not discussing an actual lesson this time, they will do this same kind of evaluation in their regular small group activities.)

2. Children Practice the Behaviors

Every child should get the opportunity to practice the role of leader. He should read each item on the checklist (with help whenever he needs it) and ask the group whether each item should be answered yes or no. The group adds up the total number of "yes" and "no" answers, and the leader then writes the figures in the correct boxes. The leader should write his name in the correct space. (The teacher should write in the date ahead of time.)

3. Teacher Reinforces Appropriate Group Behaviors

During all of the preceding discussion and practice, the teacher should be quick to reinforce children for good group behaviors: listening, asking questions, participating in the discussion, sitting quietly, reading from the checklist, et cetera. The teacher should be very specific in giving praise.

V. EVALUATION

This should be done preferably with the children, determining if the objectives of the lesson were accomplished.

(1) Did each child lead the group discussion and evaluate the lesson using the checklist?

(2) Did all the group members participate in the group discussion?

FACES

1. Can you make a silly face?

2. Which of these shapes will you use for the head?

3. Draw the parts you will use.

DON'T FORGET:

4. Cut out and paste the parts on the shape you have chosen.

MATERIALS NEEDED: Crayons, paper, scissors, paste, colored paper, watercolor pens.

APPENDIX

DISCUSSION

This is the last lesson of the group participation and leadership training course. It obviously will be necessary to follow up the training if the children are to excel in the new group skills they have learned. The group checklists should be used at the end of every small group activity and turned in to the teacher by the leaders. This provides the teacher with a record and can be used to discuss progress with the children.

If the group skills are to be used frequently, they must be reinforced by the teacher. Both group and individual reinforcement may be used. Verbal praise, as well as special classroom privileges, may serve as reinforcers of good group behavior.

By the end of the training, every child should have developed some leadership skills and should get the opportunity to have a turn at being a leader of a group activity for a period of time. If the teacher notices that children are having difficulties with some of the skills which have been taught, then it may be necessary to conduct review lessons with small groups.

REACTIONS

The group participation and leadership training began at the end of March, 1970 and was completed in the classrooms the following month. At the end of the school year, teachers and aides stepped back and took an objective look at their students, in light of the group skills training. From their comments, they apparently liked what they saw.

A more independent, more mature child appeared to emerge from the training, according to the teachers and project coordinators. The students had developed a greater interest in their studies and were more responsible about their duties in the classroom.

Said one teacher's aide: *"The children didn't seem to need my help as much. They could do things by themselves."*

The general concensus was that the children displayed more enthusiasm for their school work. One teacher commented that her children were anxious each day to start working in groups.

"They want to start working the minute they come into the room," she said.

Teachers also commented that their children's behavior toward each other changed considerably for the better.

"The children praised each other's work more," said one aide. *"They were nicer, more polite, to each other."*

There was evidence that the group participation skills spilled over onto the playground. A site coordinator reported that rooms utilizing the training appeared to be better at organizing their own games than children from other classrooms.

There were some complaints. Both teachers involved in the training reported that they became bored going through each lesson five times. Each teacher concluded, however, that the results were worth the sometimes tedious nature of the instruction.

One teacher felt the evaluation of each lesson was the most difficult skill and took too long to complete. She suggested that evaluation not be done after each group activity, but only occasionally.

The overall feeling of the teachers and aides toward the group participation and leadership training was one of acceptance and enthusiasm. They liked the change they saw in their students.

One aide summed it up: *"The children feel good about themselves."*

Examples of the large activity charts which show the types of instructions used in small group lessons can be found on pages 10, 14, 22, 28, 34 and 38 of this manual. As shown in the examples, some of the instructions are in English and some in Spanish.

The illustrated charts provide lessons which help develop skills in writing, vocabulary, general language development and numbers.

In classroom use, the activity charts provide a means for starting a small group interest center that focuses on developing group participation and leadership skills.

The charts, in color, have been prepared by a professional artist and printed on 16 by 20 inch tagboard. A folding stand is provided so that the charts may be easily displayed at the interest center for use by the children.

Requests for the 12-chart package should be made to the Regional Project Office. Cost of the materials is $4.95. Personal checks and school district purchase orders will be accepted.

GROUP MEMBERS AND GROUP LEADERS CHECKLIST

Yes No 1. DID YOU READ THE INSTRUCTIONS ALOUD?

Yes No 2. DID EVERYBODY LISTEN TO THE INSTRUCTIONS?

Yes No 3. DID YOU PASS OUT MATERIALS?

Yes No 4. DID EVERYBODY HELP EACH OTHER?

Yes No 5. DID EVERYBODY PRAISE EACH OTHER?

Yes No 6. DID EVERYBODY CLEAN UP?

Yes No 7. DID EVERYBODY TALK ABOUT THE LESSON?

TOTAL YES	TOTAL NO

DATE _____ LEADER'S NAME _____